Course Description
This course provides students with an overview of the field of social studies, selected issues in the field and research based strategies for teaching social studies to elementary students. Students will work to determine the most important social studies knowledge and skills; investigate how children learn most effectively and efficiently; and then use their new understandings to draw conclusions and what constitutes powerful teaching in social studies.

This course has been designed with a focus on constructivism and how it informs developmentally appropriate social studies curriculum design and implementation. Also, the Illinois Social Science Standards Recommendations will be examined and addressed in this course.

Course Goals
1. To become aware of recent research and best practices regarding social studies.
2. To link theories about learning to social studies and instruction.
3. To increase knowledge of state and national curriculum social studies documents so that students will be able to employ these documents in the development of sound instructional plans.
4. To engage in reflective practice in relation to key instructional strategies and reading skills which occur before reading, during reading, and after reading while reading social studies materials.
5. To develop skills needed to review various instructional materials for validity and appropriate pedagogy including but not limited to social studies textbook, World Wide Web sites, and computer –based technologies.

Northwestern Teacher Education Conceptual Framework
The Teacher Education Program at Northwestern University is guided by a conceptual framework for teacher education, organized around a vision of learning, learners and teaching. The conceptual framework focuses on

A vision of learning that includes:
1.1. how students come to understand and think about subject matter;
1.2. an emphasis on inquiry and reflection;
1.3. the importance of collaboration and social interaction; and
1.4. experiential activities that are relevant and engaging.

A vision of learners that includes:
2.1 the belief that every person is capable of learning;  
2.2 that development is shaped by social contexts; and  
2.3 equitable experiences for all. 
A vision of teaching that includes:
  3.1 connecting theory and practice;  
  3.2 inquiry, reflection, collaboration, and innovation;  
  3.3 creating a climate of learning for all students; and  
  3.4 acting professionally, responsibly, and ethically.

Dispositions 
Dispositions are habits of professional action and moral commitment to teaching. The program will help candidates acquire the following dispositions to the level of proficiency:
  • reflect on one’s own practice and make changes as appropriate  
  • support students as individuals  
  • collaborate with all stakeholders  
  • engage all students  
  • incorporate innovations in teaching, including the use of new technologies  
  • conduct oneself professionally, responsibly and ethically

ILLINOIS PROFESSIONAL TEACHING STANDARDS (2013) 
Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.
Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

**Academic Integrity**
Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: [http://www.northwestern.edu/provost/policies/academic-integrity/index.html](http://www.northwestern.edu/provost/policies/academic-integrity/index.html).

**Accommodations for Students with Disabilities**
Any student with a disability requesting accommodations must register with Services for Students with Disabilities (ssd@northwestern.edu; 847-467-5530) and request an SSD accommodation notification for his/her professor, preferably within the first two weeks of class. All information will remain confidential.

**Student Attendance Policy**
Student attendance at every class meeting is expected. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of “Incomplete” and you will have to re-take the class at another time.
Required Texts


Recommended Text


This publication can be downloaded for free at the National Council for Social Studies web site

Course Packet:

Available at: Quartet Copies; 825 Clark Street, Evanston, IL. 60201
847-328-0720

Additional materials will be distributed throughout the course

Class Schedule

<table>
<thead>
<tr>
<th>Class Meetings</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 29</td>
<td>• Introduction</td>
<td>Readings: Parker, W.C. &amp; Beck, T.A. - Chapter 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>• Review course information &amp; expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• History of Social Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Examination of Illinois Social Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Definition of social studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Packet:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Elementary Social Studies: Trite, Disjointed, and in Need of Reform - by J. Duplass</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Methods Practiced in Social Studies - by K. Bolinger &amp; W. Warren</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Authentic</td>
<td></td>
</tr>
<tr>
<td>Class Meetings</td>
<td>Topics</td>
<td>Readings</td>
</tr>
<tr>
<td>---------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>April 5</td>
<td>• Using constructivism to teach the social studies</td>
<td>Intellectual Work: common standards for teaching social studies- by M.B. King, F.Newmann &amp; D. Carmichael</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Constructivist Learning Experiences in Social Studies Education by Edward,J.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Course Packet:</strong> Constructivism and Revitalizing Social Studies by Bvgjillaik-Hourani,R.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fostering constructivist communities of learners in the amalgamated multi-discipline of social studies by Mintrop, M.</td>
</tr>
<tr>
<td>Class Meetings</td>
<td>Topics</td>
<td>Readings</td>
</tr>
<tr>
<td>----------------</td>
<td>--------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| April 12       | • Planning a social studies unit  
                 - *Guest speaker - Brandi Lawrence* | **Readings:**  
                • Chapter 7, 8 & 11  
                **Course Packet**  
                • *Guiding Inquiry with Biography Breaks and the C3 Framework* by Young., T.A. & Miner, A.B.  
                • *Ideology and the Web* by J.K. Lee  
                • *Using Technology for Powerful Social Studies Learning* by Rose, S.A. & Fernlund, P., M. |
| April 19       | • Music and Social Studies  
                 • *Guest Speaker Brian N. Weidner* | **Readings:**  
                • *The Music and History of our Times* by *Kerry Candaele* |
<table>
<thead>
<tr>
<th>Class Meetings</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 26</td>
<td>• Field experience to Chicago Historical Museum</td>
<td><strong>Readings:</strong> Parker &amp; Beck</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Course Packet:</strong></td>
</tr>
<tr>
<td>May 3</td>
<td>• The importance of using the language arts in social studies instruction</td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>• Using textbooks to teach the social studies</td>
<td>- Chapter 10</td>
</tr>
<tr>
<td></td>
<td>• Using trade books to teach the social studies</td>
<td><strong>Course Packet:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Poetry for Social Studies: Poems Standards and strategies by Vardell, S.M.,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Contexts of Comprehension: The Information Book Read Aloud, Comprehension Acquisition, and Comprehension Instruction in a First Grade Classroom by L.B. Smolkin &amp; C.A. Donovan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Response and Responsibility: Reading, Writing, and Social Studies by Nelms, B.,F.,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Creating the Lifetime Reading Habit in Social Studies —by Sanacore</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Revising social studies text from a text processing perspective:</td>
</tr>
<tr>
<td>Class Meetings</td>
<td>Topics</td>
<td>Readings</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Developing big ideas in history and geography</td>
<td>Evidence of improved comprehensibility by I., I., Beck et.al.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher Modeling using Complex Informational Texts</td>
</tr>
<tr>
<td>May 10</td>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parker &amp; Beck Chapters 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Course Packet:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• “Back When God Was Around and Everything: Elementary Children’s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding of Historical Time by Barton, K.C., &amp; Linda S. Levstik</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Spatial Think by Young Children: Evidence for Early Development and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Educability” by P., J., Gersmehl &amp; C.A. Gersmehl</td>
</tr>
<tr>
<td>Class Meetings</td>
<td>Topics</td>
<td>Readings</td>
</tr>
<tr>
<td>----------------</td>
<td>--------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| May 17         | • Developing big ideas in economics, civics, current events and public issues  
• Share multi-genre projects | Readings:  
Parker & Beck  
Chapter 6  
Course Packet:  
-It's Never Too Early: Why Economics Education in the Elementary Classroom by Meszaros, B.T. & Evans, S.V |
| May 24         | -Helping Students Become Citizens in a Democratic Society in an Ever More Interdependent World  
-Share multi-genre projects | Readings:  
Chapter 3 |
| May 31         | • Assessment  
• Students share unit plans | Readings:  
Chapter 7  
Course Packet:  
Sage Handbook of Research on Classroom Assessment by Torrez, C.A., & Claubch-Lebsack, E., A. |
Class Participation (20 points)

For this class to be successful all students need to participate. Participating entails questioning, answering, offering opinions and ideas etc. We all need to be a good citizen of this class!

You will spend the last 5-10 minutes in each class writing a quick reflection (not more than one page!) of the material that was covered in class or in the materials. Your reflection could contain questions about the material that had been covered in class that evening or the reading that you did for class. You could also write connections between your life experiences and the material that was covered. Also, if you are confused about a topic or material you could write about your issue in your reflection. These are just a few of the many ideas that you could write about.

Book Critique (20 points)

You need to read a book written by a progressive educator and write a critique. I have provided you with a “how-to sheet” to guide you. The following are educators you may be interested in reading: John Dewey, Marie Montessori, Francis W. Parker, Lucy Sprague Mitchell, Carleton W. Washburne, Rudolph Steiner, and Friedrich Froebel.

You will receive an article by Alfie Kohn to spark your interest and understanding of progressive education.

Please tell me whose work you have selected to critique by April 13th. Your final paper should be sent to me via email.

Due: April 27th

Multi Genre Report (25 points)

To learn history, you have to do history!

For this assignment you will select a hero who you will write a multi genre biography about. You can select anyone who you admire!

You will receive a packet in class that will give you ideas about how to compose a multi - genre report. Also, we will engage in a conversation in class about this unique assignment.

Each project must have at least 5 different genres in the end product.

Reports due – May 17th I need a hard copy of as much as possible! May 17th & May 24th - Reports will be shared in class
Social Studies Unit (35)

Curriculum written in schools is never done in isolation. Professionals from superintendents to your grade team will have input into the curriculum that you present to your students. Therefore, you will be assigned a partner to work with on this project. Together you will construct a 7 day social unit that reflects the social studies and learning theory that you were exposed to in this course. Please include the social studies standard that you used to design each lesson in your unit.

On the last day of class, you are both responsible for presenting your unit to the class. The following should be in your presentation:

- A brief story of the why and how your unit was developed.
- The grade range that your unit is designed for.
- What are the goals for your unit.
- Teach us a brief lesson from your unit.

Please email a copy of your unit by May 29th